

Course Syllabus

Social Studies, Grade 8

Jefferson County Schools Curriculum, Final
Jefferson County Schools

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

In eighth grade, students are exposed to the history of the United States from colonial times to the present day. The content builds upon earlier U.S. history studies, but provides more depth and breadth. More attention is given to 19th century movements, U.S. Presidents, and our nation's role in world history events. Civics and government instruction includes domestic and foreign policy, types of government, civil disobedience, and voluntarism. Geography and economics are presented in the context of United States history. Eighth graders should also use historical analysis skills to examine the role of art, literature, media, and technology in the development of the United States.

Culture

- The learner will be able to analyze the influence of individuals, ideas, decisions, and/or events on history including science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation).
- The learner will be able to identify cultures that contributed to the development of the United States (i.e., Native America, African, British, Scottish, Irish, German).
- The learner will be able to recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the South, British v. French influences).
- The learner will be able to contrast the characteristics of major early civilizations of the Americas including the tenets of early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, Quakerism).

- The learner will be able to recognize the definition of religion and identify how religion contributed to American society (e.g., impact on government, education, social norms slavery, tolerance).
- The learner will be able to read and interpret timelines detailing technological innovations.

Economics

- The learner will be able to differentiate between credit and debt.
- The learner will be able to recognize the economic activities of early America (i.e., agriculture, industry, services).
- The learner will be able to distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligopoly, free competition).
- The learner will be able to predict the outcome of an economic situation presented in a reading selection, graph, or table.
- The learner will be able to recognize the definition of economic terms, such as deficit, surplus, credit, import, export.
- The learner will be able to differentiate between a commercial and subsistence economy.
- The learner will be able to identify key features of a market economic system.
- The learner will be able to understand fiscal concepts including the concept of balanced budget, deficit, surplus, and national debt.
- The learner will be able to analyze the function of price and supply and demand in economics.
- The learner will be able to interpret a variety of economic graphs and charts with topics (e.g., the Columbian exchange, population of colonies, number of slaves, population diversity).
- The learner will be able to recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).

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- The learner will be able to interpret a diagram showing the steps of changing a resource into a product.
- The learner will be able to analyze in economic terms (i.e., climate, triangle trade, infrastructure, topography) why slavery flourished in South as opposed to North.
- The learner will be able to identify identify forms of taxation (i.e., tariffs, sales tax, excise tax).
- The learner will be able to recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market).
- The learner will be able to understand the connection between taxes and government services.

Geographic Perspectives

- The learner will be able to associate geographical factors with climate.
- The learner will be able to draw conclusions based on a reading passage about geography.
- The learner will be able to use various geographic data from maps and globes to determine various, latitude, distance , direction.
- The learner will be able to identify key geographic elements on maps (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, geographic, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau).
- The learner will be able to interpret a geographic map of the early United States.
- The learner will be able to identify the uses of cartograms.
- The learner will be able to examine how population growth, urbanization, industrialization, warfare, and/or the global market economy have influenced environmental changes in the 20th century.
- The learner will be able to interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).

- The learner will be able to use a map of the Western Hemisphere to identify the location of a city.
- The learner will be able to read a map and use a map key.
- The learner will be able to use a polar projection map to identify a continent.
- The learner will be able to apply various map scales.
- The learner will be able to use various geographic data from maps and globes to determine longitude, latitude, distance and direction.
- The learner will be able to recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, slavery).
- The learner will be able to recognize how topographical features such as recognize and river systems influence the settlement and expansion of the United States (i.e., including Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems).
- The learner will be able to interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, regional growth).
- The learner will be able to make inferences about geographic regions.
- The learner will be able to associate a country with a body of water.
- The learner will be able to associate a country with a hemisphere.
- The learner will be able to depict the spread of ideas across regions using a world map.

Governance and Civics

- The learner will be able to recognize the rights guaranteed in the Bill of Rights.
- The learner will be able to identify the responsibilities and powers of the judicial branch of the United States government.

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- The learner will be able to identify the system of checks and balances between the executive, legislative, and judicial branches of government.
- The learner will be able to identify the powers and responsibilities of the legislative branch of government.
- The learner will be able to identify the powers and responsibilities of the executive branch of the United States government.
- The learner will be able to identify the rights, responsibilities, and privileges of a member of the United States of America (i. e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights).
- The learner will be able to identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations.
- The learner will be able to recall various individual amendments to the Constitution (including the 1st and the 19th).
- The learner will be able to draw conclusions about the United States Constitution.
- The learner will be able to recognize how the Preamble to the Constitution reflects the authority of the people.
- The learner will be able to recognize the impact of major court decisions on American life (i.e., Marbury v. Madison, McCulloch v. Maryland, Dred Scott v. Sandford).
- The learner will be able to identify the major ideas expressed in the Declaration of Independence.
- The learner will be able to draw conclusions about different types of government.
- The learner will be able to identify the power and responsibilities of the President of the United States.
- The learner will be able to name the main parts of the federal government.
- The learner will be able to recognize the purpose of government and how its powers are acquired, used, and justified.
- The learner will be able to recognize a definition for the term "government".
- The learner will be able to identify how geography has contributed to the shaping of American identity and society.
- The learner will be able to analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K. Polk, Sequoyah, Sam Houston).
- The learner will be able to identify a definition for the term "political system".
- The learner will be able to compare and contrast the major political parties.
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in patriotic writings.
- The learner will be able to identify historical examples of basic American values and principles in conflict.
- The learner will be able to assess the significance of civic responsibilities.
- The learner will be able to recognize contemporary issues dealing with conflicts between rights.
- The learner will be able to recognize freedom of speech.
- The learner will be able to recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of recognize, trial by jury).
- The learner will be able to identify the purposes and structures of various systems of governance (i.e. Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial).

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History

- The learner will be able to analyze a quote.
- The learner will be able to identify historical examples of causes and consequences of conflict (i.e., French and Indian, Revolutionary War, War of 1812).
- The learner will be able to recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology for the Revolutionary War using charts and diagrams.
- The learner will be able to make predictions based on information presented in a graph or chart and make predictions based on the information.
- The learner will be able to name significant historical examples of causes of conflicts that occurred as a result of diversity in the United States(including stereotyping, prejudice, conformity, and altruism).
- The learner will be able to recognize the historical impacts of European settlement in North America.
- The learner will be able to classify the characteristics of major historic events into causes and effects (such as exploration, colonization, revolution, expansion, Civil War).
- The learner will be able to interpret maps, timelines, and charts that illustrate key elements of history(i.e., expansion, economics, politics, society).
- The learner will be able to differentiate between primary and secondary source passages and identify conclusions about historical events using these sources.
- The learner will be able to identify the social, political, and economic factors that contributed to the institution of slavery in America.
- The learner will be able to classify the characteristics of major historical events into causes and effects(i.e., exploration, colonization, revolution, expansion, and Civil Way).

- The learner will be able to interpret a timeline detailing the development of political parties in the United States to the Civil War.
- The learner will be able to examine the demographic changes brought about by the westward movement (slavery, industrialization, Native American relocation).

Individuals, Groups, and Interactions

- The learner will be able to identify the impact of individual and group decisions on historical events.
- The learner will be able to recognize the impact groups have on change at recognize levels.
- The learner will be able to recognize examples of stereotyping, prejudice, conformity, and altruism in early American history.
- The learner will be able to identify the role of institutions in furthering both continuity and change (i.e. governments, churches, families, schools, communities).
- The learner will be able to recognize how groups and institutions work together to meet common needs.